

SCHOLARS, NOT DOLLARS, TO SAVE WAR SCARRED WORLD

Princeton's President Says Salvation of the New World Now Making Lies in College Preparedness

PRESIDENT JOHN GRIER HIBBEN of Princeton has sympathy with the progressive values of college education, rather than a mere academic expression of it, and believes that the world will be saved by its scholars, and not by its dollars.

"In the national issue of preparedness, the value of the university training to the man whom the new world will most need is quite as vital as his military training," he said to a representative of THE SUNDAY SUN, "because it involves the preparation of the man himself for other issues than those of mere physical conflict or of dangerous emergencies."

That the new world which the old world is making in the cauldron of war will probably find its salvation in college preparedness brought about by the universities of the United States is another of his opinions.

"The men trained in the universities," said President Hibben, "being developed into capable men prepared to face unforeseen situations, into men whose purpose above all is not merely personal efficiency, but a sincere desire to serve their fellows at large, are the men to whom we must look for future leadership."

President Hibben insists that the universities of this country have not justified those critics who have made the charge that college education is turning out the dollar man, rather than the scholar man.

"I believe that that education which is singled out by utilitarianism," he said, "does fit men to face the world, especially the world that is to come when the European war is at an end."

"The men who are to save the old world made new must know many things beyond the fighting spirit. They must know something of the spirit and form of classical literature; they must make themselves heirs of the past of the race. They must know something of the history of the world, its art, its customs, its manners and morals."

"A man to be prepared to face this new world must become familiar with the principles of all the leading sciences. He must know how to express his thoughts verbally and in writing; this must engage a large part of his education. Then, to balance the strength of his body with a true mental poise, he must know something of logic and psychology."

"The universities are doing their duty toward preparedness by both the practical and the ideal, and they do not merit the criticism of commercialism heaped upon them. The men who are to save the world, to face the unknown future brought about by the great conflict which is disintegrating the old forces, will be men trained in the universities."

"They will not be the men who during their college course have adopted vocational studies, but those who have taken the liberal studies. Preparedness for the men who are to face the unknown future will benefit those who have spent their college years in acquiring these principles: First, the leading sciences, second, Latin and possibly Greek; third, literature and philosophy. In fact, the course of standard and fine arts."

"This course is made for men of initiative, men of the world in the best sense. They are the men who should be familiar with the history of the world, with its literature, its sciences, as well as with modern thought."

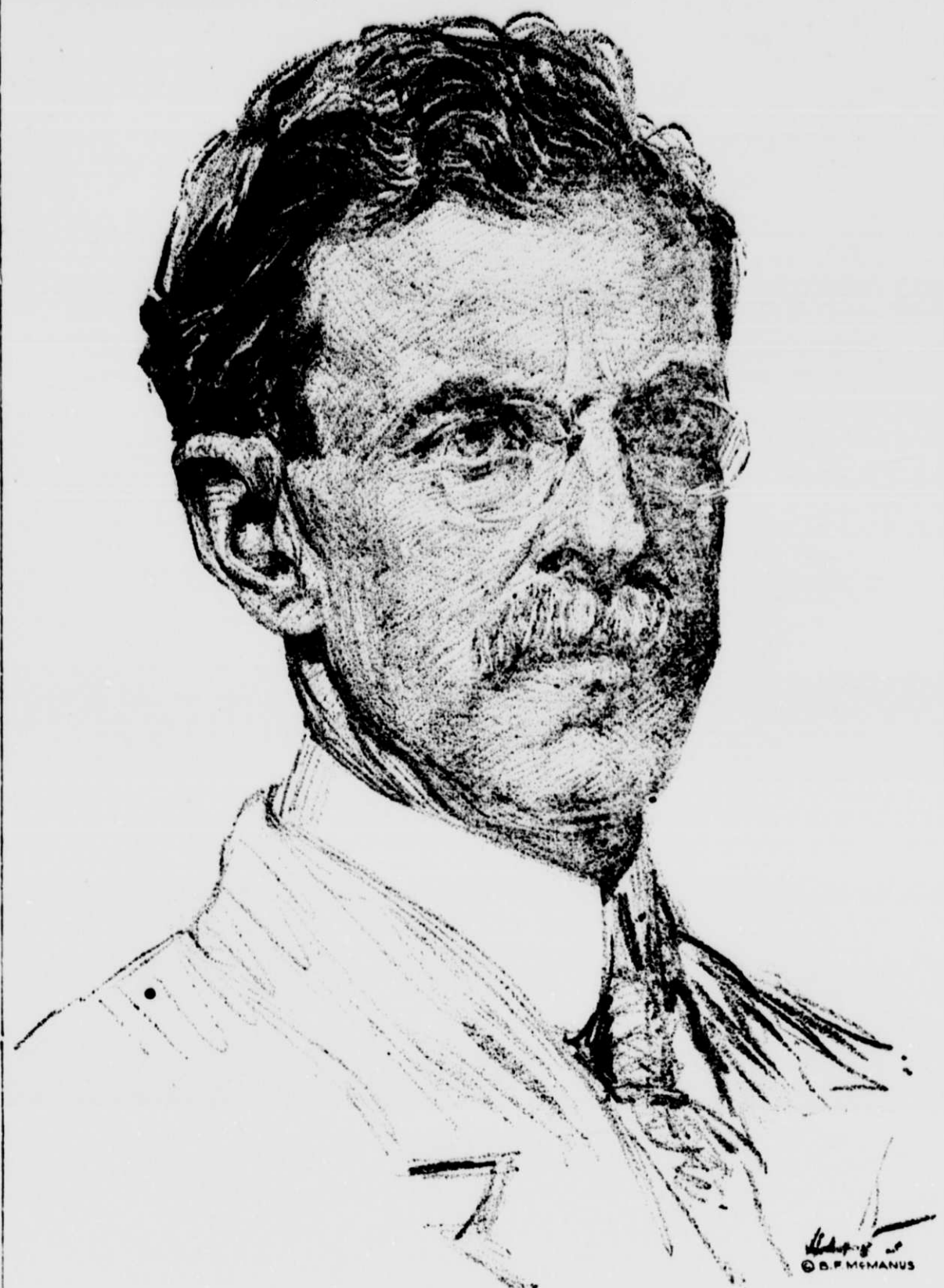
"The subtle influence of well directed thought upon the development of strong character is not often discussed in the universities because to the least thinking observer it is so obvious. The effect of a university training is, above all, its development of character, its inspiration among scholars to be of service to their fellows, and to the world."

"Individualism is not the end of university training, and I believe that the broadest characteristic of university students fulfills the aim and end of all education, which is the desire to serve."

"I think it would be perfectly safe to assume that a very large percentage of the graduates of our universities carry with them for life the consciousness that an educated man has a mission."

wealth of this country that it is time we looked closely into the far higher task, to conserve the resources, intellectual, spiritual and moral, of the country. That is the great task, to free men from absolute ignorance, from bondage to public opinion. That is the task of our university education in preparedness.

"Many critics of our educational methods as we understand them have insisted that students should be at liberty to pick and choose their own



President John Grier Hibben of Princeton.

ideals in this respect or in respect to scholarship. Some years ago there was a very active attempt made to commercialize education, to give a man a short cut to his ultimate ambition. That period has happily passed. It is being felt I believe, in the high schools and public schools, but not in the colleges and the universities.

"And consider the effect of an educational policy that was planned to educate the dollar man rather than the scholar man. The effect would be contrary to all the underlying motives of education. It would tend to make the individual think only of himself and of his own career. It would centre his thought at the formative period of his life upon material success, upon his career for himself alone."

"All this would develop a selfishness and self-centred type of man which I do not regard as the outcome of university education."

"Today we have reached an understanding in university education. It is being realized that the liberalizing studies, the broad sweep of the mind upon the circle of knowledge available, are far better for the individual and for its American people. Education of the sort I am indicating aims to give the individual personal freedom in his duties for his country and in his personality. It is a progressive process."

"So much has been said and written about the conservation of the great

studies. We do not believe so. How can an untrained mind choose its own path?

"So in the beginning of our university training we have required that certain studies be taken up and in the end we allow a certain latitude of choice."

"A man who is to serve the world, who is to be prepared to meet unexpected emergencies, should not be limited to those studies demanded of the particular profession he is ultimately to follow. No specific talent should be developed for a specific task, but the whole talent of the whole man should be developed if he is to save the world."

"I have no faith in any form of education that will merely reproduce in the classroom the methods of the office and the counting room. Of what use is such a man in the great emergencies which will soon confront the United States from all angles of thought? A man trained in the liberalizing studies of classic languages and of science is not only fit for the day's work but for the unforeseen emergencies which constantly arise in that day's work."

"I have asked our students who went into various exacting callings, such as engineering, for instance, what particular thing they had learned in college they valued the most. They answered that it was the ability to

steadily forging the chains of selfishness about him, the chains that unite a man to his worst enemy, his mere ambition to do something for himself."

"I emphasize this because much is being said to-day of vocational studies. We need not use the word in its narrow sense. We can ignore that. The best vocational study of course is that which fits a man to respond to his vocation as a man, and not to the demands of any particular pursuit or profession. The most highly favored men in this nation are among those who are the most highly educated. They are the men who form the aristocracy in the true sense of that word. They are the men who can and will devote themselves to the progress and the bettering of human conditions."

"There are so many perplexing questions in the world to-day, and so many more will arise as the war comes to an end, that to put one's heart upon this or that conclusion is impossible. Many of these questions, however, will arise from a misunderstanding of the relations which one man bears to another. Of course this involves the social relations, and the question of social relations in a broad sense is a big one. If, however, they are to be solved they must be solved because the men with trained minds and human hearts have given themselves to do it."

"This is altruism, you say?"

"Well, it seems to me that altruism can come only from men who are educated in a liberal way. Men who go into a college which will give them short cuts to their future professions become narrow. They lack the broad sympathy of a man familiar with much of the best thought of the world, of the past and present."

"The development of heart is quite as much an educational process as the development of the trained mind."

"College preparedness in education which must make a man in the end, or college preparedness is a failure. So its educational process must not content itself with a mere absorbing of some information, useful only in a commercial pursuit."

"College preparedness must start with a humanizing study which ultimately will enable the human being to conquer his animal nature and live by reason and human compassion."

"The processes of commercial life, I believe, do not belong in a college classroom, because they fail to make an appeal to the inner spirit of the man who is to save the new world. Only a broad acquaintance with the design of the universe, the best of human thought, can bring a man into harmony with his mental, spiritual and moral self."

"The better to fit the man for the new world we have slightly altered our history course at Princeton. We believe that in this unprecedented state of the world much of our history course should be merely vietas to modern history. So we are going to deal with recent history in this spirit, and devote considerable attention to it. We hope, in this way, that the man we send into the new world will have a historical perspective which will give him additional grasp of the modern problem which will confront him."

"No, our universities have not failed in their duties to make scholars-men. They are the only preparedness courses that are developing a generation of men who are those of the stem, root, bottom planking and the lower portions of the ribs, the vessel had a water-tightness of about sixty feet. In her prime she was probably a ship of importance for her day and had a burden of something more than a hundred tons."

There is nothing rigid in the system. The employer is seeking to encourage men to improve their earning

DEFENDS THE BONUS AS LABOR'S DIVIDEND

By IDA M. TARBELL.

A FAVORITE activity of public servants intent on uplift—and a record—has been curtailing people's possessions, people's pleasures and people's earnings. Once upon a time the public servant busied himself with the height of the lady's headdress and the width of her petticoats and again he exercised his power in preventing gentlemen enjoying themselves on Sunday. Lately he has tried to put an end to grotesque fortunes by forbidding a man to accumulate more than a million or so—and a trust to swell beyond a half billion.

Not often, however, in any time has one who called himself a "friend of the people" busied himself in preventing working people earning all they could. The friend of the people is popularly supposed to open the door of opportunity, not to shut it. Yet Brother Tavenner of Illinois proposes to shut it—at least to a big group. No man who works for the Government, says Brother T., shall be paid a bonus—and what is a "bonus"?

It has always sounded like something good to us. Look in your Latin dictionary and you will see it means something good. Certainly to those of us who work it is good—if we get it. Mr. Tavenner gets several bonuses—mileage, a clerk, stationery, seeds, tons of printed matter and his postage. We have no reason to suppose he does not earn them, but he gets them whether he does or not.

The bonus he is opposing is earned, is different; it is not received unless earned. Far be it from us to suggest that therein lies one—probably unconscious—reason for Mr. Tavenner's opposition. There are many minds in which "to earn" is synonymous with "to oppress."

The bonus we are talking about is an extra wage paid a working man for accomplishing a certain fixed task which has been scientifically set. After a shop and its conditions, its methods and its materials have been carefully standardized so that everything can be more quickly and easily done, an exact estimate is made of what an average worker ought to do under the new conditions. This is the day's task.

For reaching this a man is paid the daily wage of the industry and of the locality plus a bonus. If he falls below the task he still gets a full day's pay. In some shops he gets a percentage of the bonus if he gets near but not quite up to task. If he goes beyond he gets an extra bonus.

There is nothing rigid in the system. The employer is seeking to encourage men to improve their earning

Miss Tarbell Says That the Tavenner Bill Would Close the Door of Opportunity to Workmen

capacity. If he is wise he adopts the form of bonus which seems to them most just and satisfactory.

It is clear from a reading of Mr. Tavenner's bill that he thinks the task required before a man can earn a bonus is so difficult that only an exceptional worker can reach it. If he would only make a round of shops under the system he fights he would see how wrong he is. In lieu of that let us use a little common sense.

If workers did not like the task and bonus system, would they stay? One inalienable right which the American workingman exercises freely is that of change. He exercises it often to his own as well as his employer's despair. It is his most effective contribution to the revolt against the old fashioned employer's creed of low wages, long hours, discharge without notice, etc.

If he does not like things he leaves—becomes a floater. If scientific management oppressed him, you could not hold him. But instead of increasing floaters in industry the task and bonus system practically puts an end to them.

Listen to this from Cincinnati: "We have made it—task and bonus—entirely satisfactory to the men." How do they know? Why because "not more than 2 per cent. leave in a month." Compare this to the change in the average shop under old style management—rarely is it less than 50 per cent., sometimes 100 per cent.

Or take this record of a Cleveland shop: Four years ago their labor turnover was 150 per cent.; that is, if their force numbered a thousand persons they had to hire fifteen hundred new ones a year to keep it up! After four years of task and bonus they hire annually but 330 new hands! And they expect to reduce this percentage.

know of a Rochester shop where the floaters have been reduced 40 per cent. in three years of task and bonus. These are average examples of the usual results of an intelligent application of scientific management.

Why do men and women stay under a system which Mr. Tavenner wants forbidden to the employees of the Government of the United States? Let them tell us. A Maine girl makes this laconic and sufficient answer: "I get more money." Another Maine girl says: "Scientific management has made everything in and around the mill 100 per cent. better."

A Maryland girl writes: "I am a fair deal on both sides. I am earning more money in less physical and mental strain than I believe would be possible on a straight salary basis, and I am better satisfied than I have been in the years I have been employed."

An Ohio girl says: "I have worked in places where there is no system at all and I think the girls have to work much harder than with a system. Your work is more interesting and you have a chance to make more money."

And here is the testimony of a Massachusetts man: "The old method payment means just one pay envelope on pay day—the bonus plan makes a willing worker and puts an extra red envelope into his hand—with lots to gain and nothing to lose."

One could fill many volumes with similar opinions based on actual experience.

But what else should one expect? What is it that opens the springs of energy and unlocks the power of achievement in a man? It is the certainty that he is having a fair chance under fair conditions, that he works with those who believe in him and his capacity and who are doing their best to plan his work and to teach it to him that he may develop his full earning power—and who also see that he gets a return according to his labor.

There never was a system devised which more certainly discouraged a man's development than that which says "You will be paid only so much a day, no matter what you can do or want to do." It takes the fun and fire and game out of the task. It levels it and it is not a square deal. As for democracy, if that noble and abused word means anything it means the chance to do your best and get the return of the best. Mr. Tavenner's bill is autocracy pure and simple.

It is highly inconsistent, too, for him to have forbidden the Government giving its employees a bonus for useful suggestions which result in improvements or economies in its plants. It permits that, but why foster suggestions and fetter earning capacity? The former depends largely on the latter. A man who is on a dead level of earning makes mighty few suggestions.

No, no, it is the business of the Congress of the United States to treat all tasks of labor as high and honorable and to encourage science to study, develop and standardize them. It is its business to strip away every interference with a man's earning capacity and above all to see that he gets at least his own honest earnings.

Note, however, that we do not go so far as to say that Congressmen should be required to earn their bonuses. We only urge that workmen who do earn them be not forbidden to accept them.

FATHER KNICKERBOCKER'S ISLAND Wreck Shows How It Has Grown, Crowding Back the Rivers

THE hastening Manhattanite little realizes how his island has expanded physically within the past two centuries or so, how east and west, it has crowded more and more upon the natural domains of the flanking rivers. Curiously enough, it was the impatient, minute clipping habit of the present generation that disclosed the most recent evidence of this growth.

One section of the new subway system runs north along Greenwich street and then turns eastward at Dey street. Just before making this turn

and as if to tantalize the antiquary the contractors as much as said "Just guess the rest." Judged by the dimensions of the timbers in sight, which are those of the stem, keel, bottom planking and the lower portions of the ribs, the vessel had a water-tightness of about sixty feet. In her prime she was probably a ship of importance for her day and had a burden of something more than a hundred tons.

The first docks along the shores of

Whether she was attacked and plundered and then set afire or whether she burned from some other cause the present state of her shattered timbers is largely due to the action of flames. The inner surfaces of her framework are charred and this protecting sheathing has tended to preserve the underlying wood.

The records show that Adrian Block sailed for the Hudson from Holland in 1613. While anchored off Manhattan his vessel caught fire and sank. Thus

street of to-day intersects the present Greenwich street. The shore line at the beginning of the eighteenth century lay inside or east of Greenwich street. It was not until many decades later that the western shoreline of Manhattan reached further out into the Hudson and wharves appeared between Fulton and Reister streets. The outer ends of those wharves were in parallel with Washington street in New York's knowledge now.

The maps of 1742-44 do not show Greenwich street at all, because the land there was submerged. But a plan of the city bearing the date of 1757 does show Greenwich street and also the intersection of Dey street. The vessel must have been sunk either in the creek or near that inlet at a time prior to 1742 because of the manner in which it is buried in the sand. When the excavation was first made about the bulk in the subway some strata of sand were clearly marked, plainly registering the gradual accumulation of this blanket of its deposition by tidal waters. The earth was not dumped there by human agencies. From the bed of the old creek up to the top of the sand underlying the temporary road of heavy planking which forms the present surface of the intersecting street is a matter of eighteen or twenty feet. The accumulation of this amount of water borne sand in a river like the Hudson must have taken a long time.

The filling laid over the wreck is human agency is relatively shallow, most of the land having been made by natural forces; and there is evidence enough to warrant the assumption that the ship went to the bottom the better part of a century before Greenwich street was laid out. Indeed this is a very conservative estimate. The craft, not unlikely, sank down long earlier. This is a fact as back to the time when the first caught fire and Adrian Block was forced to build a vessel to replace it.

Additional evidence that the covering soil was of nature's pliancy is had in the fact that the wrecked water mains unearthed in Greenwich street lay in the sand twelve feet higher than the level of the street. These pipes were laid about 1850, the engineers of that period digging the trenches for them below the existing surface.

A rusty cannon ball or two, unearthed during the uncovering of the ship and this gives support to the supposition that the vessel was an armed trader, as were most of the larger craft of the early days. This was certainly the case with the one called *Yachts* and regular sailing vessels that traversed the Hudson River between New Amsterdam and Kijkvallen and Albany.

One source of New York's wealth accumulated under English rule was the plunder brought home by the thirteen, pirates and slavers who made the port their operating base. In the days of the "Red Sea Men" they were called, no vessel could afford to be unarmed, and plundering the whole of the bulk beneath Greenwich street were uncovered and shot but cannon as well would be found.

PERILS OF WAR ZONE NAVIGATION

THE first officer of one of the largest of the steamers now plying across the Atlantic recently told a friend in this city something about the methods used to safeguard vessels in the war zone.

As soon as a vessel reaches the fringe of the zone it announces its arrival by wireless and very soon afterward receives a message from the British Admiralty which gives instructions as to the course to take to reach Liverpool or Glasgow. These are the only ports now open to steamship travel, Southampton and the Channel ports being closed to commerce and used as naval bases.

The message received by the steamer is naturally in code and it tells the captain to cross a certain meridian of longitude at a certain parallel of latitude and then to head for a certain number of miles on one course and make some point of land. The course often changes and great care has to be taken to follow it carefully.

On one journey recently the steamship had to go about forty miles south of Fastnet Rock and then headed over to St. David's Head on the southwestern coast of Wales. The steamer then held close to the Welsh coast to the end of the voyage. The next voyage took the steamer in close to Fastnet Rock first and then to Cursore Point and afterward across the Irish Sea to Holyhead. On another occasion Cape Clear was the objective point, and then

the Irish coast was hugged all the way around until well in the Irish Channel. As soon as the steamer gets into the war zone the boats are swung outboard ready to be lowered at once in case of any emergency. Every man is on duty, the officers are at their posts. This is an American steamer, and all night long the American flag is kept flying at the mainmast and a searchlight is trained on it so that it may be easily distinguished by friend or foe. The name of the steamer and its nationality are painted on the sides, and electric lights hung on both sides make these marks clearly distinguishable.

"The passengers take all these precautions very coolly, but seldom go to bed until they are out of danger. Life preservers are distributed, and these are generally worn," said the officer. "On the last trip it was evening when we reached the war zone and all these preparations were made. I had occasion to go into the smoking room about 2 o'clock in the morning and there saw several men killing time by playing cards. They were smoking and some had drinks, but every man had his life preserver fastened around his body in the regulation manner."

This officer said that he had seen two German submarines which had been captured in Birkenhead and he had talked with one of the engineers there. This engineer very frankly admitted that the submarines had not been as successful as the Germans had hoped they would be and that they had had much trouble in running

them. The trouble had generally been caused by the Diesel motors, which had a habit of becoming overheated. He said that many of the boats were equipped with two sets of engines, but could seldom use both. While one was being used the other was being repaired.

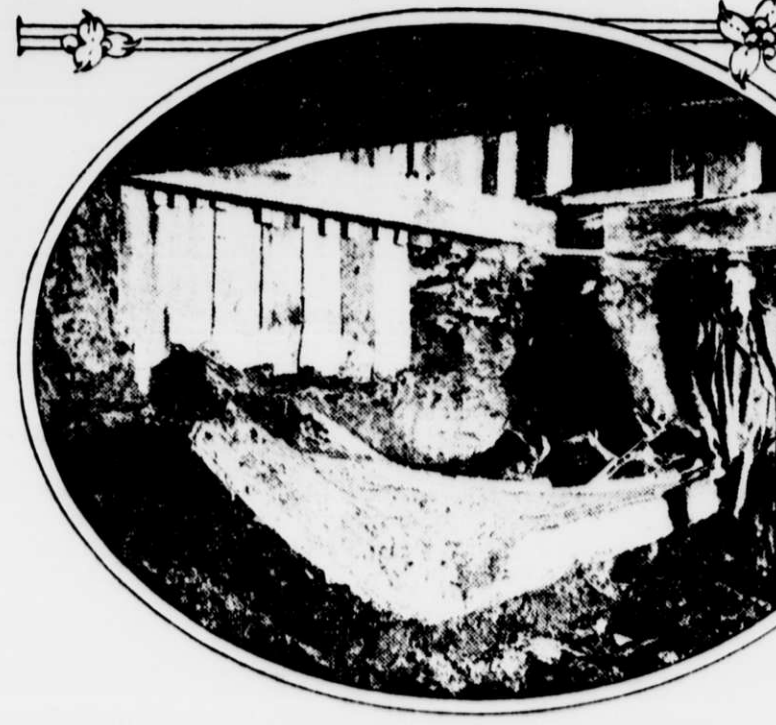
The officer of the steamship said that while they had not met with any accident so far they had had some narrow escapes. On one voyage a floating mine was sighted in the moonlight just ahead of the steamer, and although the course was changed quickly the bow wave throwing the mine away was all that prevented a disaster.

There are many mines all around the British coast which have been broken away from their moorings, and these are constantly picking up. On the last trip while coming down the Irish Channel those on the steamer were able to watch the mine sweepers at work. It was a beautiful clear day and they could easily see for thirty miles around the steamer. A line of trawlers was steadily steaming along in what is called line abreast formation and dragging between each pair of vessels a heavy net. This line extended for at least thirty miles and was trailed further and was sweeping between Carnore Point on the Irish coast and St. David's Head on the Welsh coast. It extended so far that it only left a very narrow channel through which the steamship passed on its way to the Atlantic.

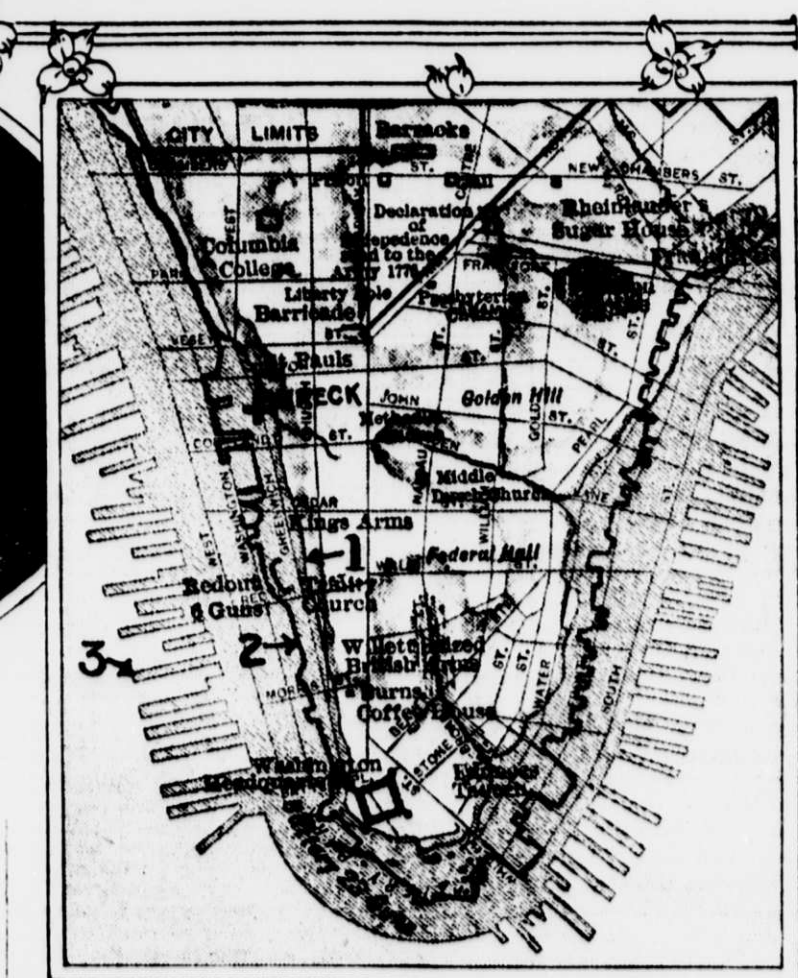
through knowledge and study all the past of the world and correlate it to the present. He is a man of the world because he is free from intellectual snobishness. His knowledge is not confined to that associated with any one profession or any one class of people. He possesses a cross-section of life in his knowledge, past and present, and out of a study of these ideas and ideals he creates a broad humanity.

"Our university training must and does develop strength for proceeding to immediate emergencies. But it also develops something better and bigger. It must and does develop that sense of responsibility which is to save the world. It must develop that sense which makes a man share his knowledge and his privileges."

"The trained college man has been constantly linking himself to the broad values of humanity, while the man who has been developing himself for a special, professional career has been



Forward part of ancient ship found under Greenwich street.



Map showing position of wreck and Manhattan's shore lines from settlement until to-day.

Manhattan were on the East River side, and shipping did not have accommodations along the Hudson River above the Battery until after the middle of the seventeenth century. On the Hudson trading craft navigated northward to Albany because of the profitable barter with the Indians for peltry. Those days were not without their hazards to the pioneers of commerce and no doubt a disaster of some sort occasioned the sinking of this unknown vessel.

was lost the Tiber. In those days ships were not always held together by metal bolts and it is a matter of interest to note that the surviving timbers of the subway bulk are bound together mostly by means of wooden pins.

The position of the wreck gives a clue to the approximate time when the vessel sank. In the early days, before Cortlandt street came into existence, a creek cut in from the shoreline at a point a little south of where Dey